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ABSTRACT

The UMT project (Instructional Methods in German), begun in 1965 and ended in 1974, had as its principal aims (1) to investigate scientifically certain prerequisites for and methodological approaches to teaching German to Swedish comprehensive school pupils and (2) in the light of this investigation and with the aid of successive trails and revisions, to produce a set of curriculum materials for beginners' courses in German. This report gives a description of the project background, aims, and design, as well as references for and abstracts of various parts of the research and development work. The report is divided into the following headings: pedagogical analysis of prerequisites (goal, pupil and subject matter analyses); pedagogical process analysis, together with experiments in teaching methods; pedagogical product analysis with trials of various kinds; and production of teaching materials according to results of the three analyses. The results of the basic research were transposed into guidelines for the compilation and construction of teaching materials. These materials were tested and then revised according to pupil achievement and comments made by pupils and teachers. (Author/AM)

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TEACHING METHODS AND TEACHING MATERIALS IN GERMAN: A SURVEY OF THE UMT PROJECT WITH REPORT ABSTRACTS

No. 32 November 1974

DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

TEACHING METHODS AND TEACHING MATERIALS IN GERMAN: A SURVEY OF THE UMT PROJECT WITH REPORT ABSTRACTS

Horst Löfgren

Löfgren, H. Teaching methods and teaching materials in German: A survey of the UMT project with report abstracts. Pedagogisk-dokumentation (Malmö, Sweden: School of Education), No. 32, 1974.

After a short presentation of the UMT project, its background, aims and design, this report gives references and abstracts of the various parts of our research and development work. The disposition follows the following headlines:
General survey of the UMT project
Pedagogical analyses of prerequisites
Pedagogical process analyses
Pedagogical product analyses
The UMT project's teaching system "Deutsch"

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1. THE UMT PROJECT - A SHORT PRESENTATION

1.1 Background and aims

The UMT project (Instructional methods in German) 1965-1974 was included in the research and development work (FoU) financed by the National Board of Education.

The principal aims of the project were (1) scientifically to investigate certain prerequisites for and different methodological approaches in teaching German to Swedish comprehensive school pupils and (2) in the light of this investigation and with the aid of successive trials and revisions to produce a study material system for beginners' courses in German.

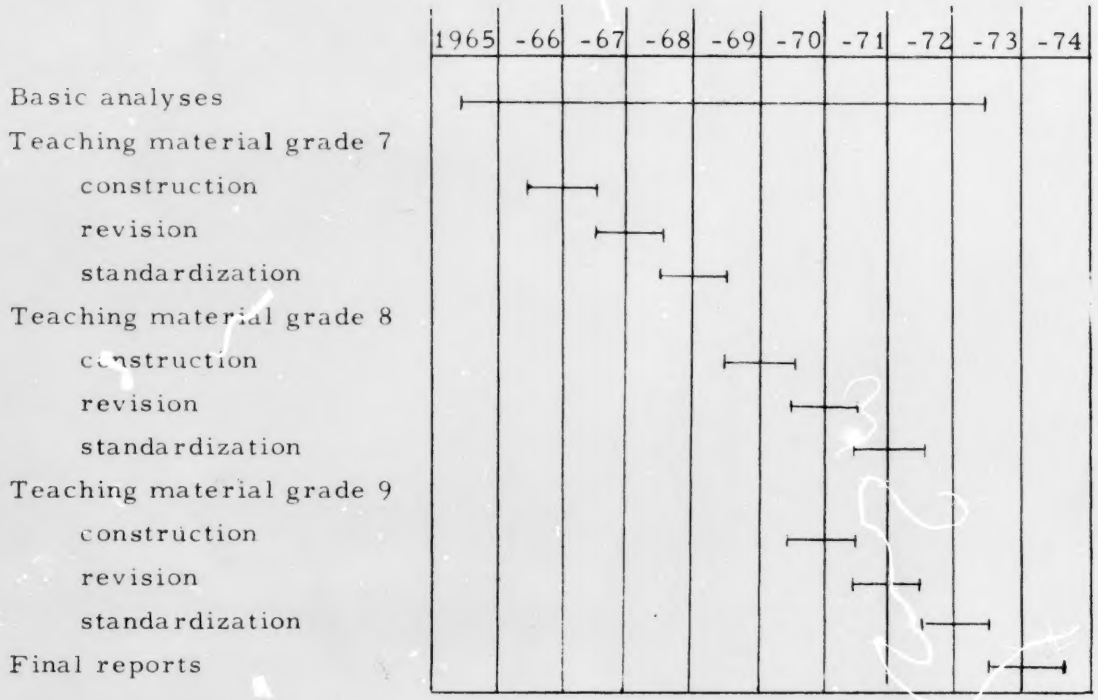
1.2 Design

Research and teaching material production under the UMT-project have been made possible by co-operation between educational researchers, language experts, methodologists, writers, publishers, teachers and pupils. The results of the basic research were transposed by the group of researchers and writers into guidelines for the compilation and construction of teaching material. These materials were tested and then revised according to pupil achievements and other reactions shown by pupils and teachers.

The work of the UMT-project can be divided into the following four principal phases:

1) Pedagogical analysis of prerequisites: goal, pupil and subject matter analyses.
2) Pedagogical process analysis together with experiments in teaching methods.
3) Pedagogical product analysis with trials of various kinds.
4) Production of teaching materials in accordance with the results obtained in 1-3 above.

1.3 Time schedule



2. GENERAL SURVEYS OF THE UMT PROJECT

Lindell, E. Läromedelssystem för undervisning i främmande språk: principöversikt och exempel. /A system of study materials for foreign language training: principles and examples./ Pedagogisk-psykologiska problem (Malmö, Sweden: School of Education), No. 73, 1969.

This outline of the principles of study material construction contains (1) analysis of conditions: goals, pupils and language (2) analysis of the educational process with experiments on method (3) analysis of products with tests of different kinds and, finally, (4) a description of the process of study material construction according to the results from points (1)-(3). The examples sum up in a very compact form the results from a project on German in the Swedish comprehensive school.

Lindell, E. (Ed.) Att arbeta med ett undervisningssystem: En presentation av UMT-projektets läromedel. /Working with a teaching system: A presentation of the UMT project's study materials./ Pedagogisk-psykologiska problem (Malmö, Sweden: School of Education), No. 106, 1970.

The report gives a short explanation of the term "teaching system" and treats certain general consequences of the use of a system. Examples are given to show how the UMT system (Swedish abbreviation, in English: Methods of teaching German) has been built up for the course

of one school grade. Attitudes and results are briefly described. The report ought to be seen in connection with especially "A system of study materials for foreign language training: principles and examples", number 73 in the series "Pedagogisk-psykologiska problem".

Lindell, E. Ein Lehrmittelsystem für den Fremdsprachenunterricht: Prinzipübersicht mit Beispielen. /A system of study materials for foreign language training: Principles and examples. / Didakometrie und Soziometrie (Malmö, Sweden: School of Education), No. 6, 1969.

Teschner, W.-P. Das UMT-Projekt in Malmö - Unterrichtsmethoden für die deutsche Sprache in Schweden. /

Die Deutsche Schule, 1060, 61, 480-489.

Lindell, E. A system of study materials for the teaching of foreign languages: Principles and examples. Didakometry & Sociometry, 1969, 1, 91-124.

An outline of principles for the construction of study materials is presented, including: 1) analysis of prerequisites: goals, pupils and language 2) analysis of the educational process in experiments on method 3) analysis of products with tests of various kinds and, finally, 4) a description of the process of constructing study materials according to the results obtained through points 1-3. The examples summarise very briefly the results of a project on German in the Swedish comprehensive school.

Löfgren, H. (Ed.) UMT-projektets skrifter i sammandrag. /The UMT Project: Abstracts of reports. / Pedagogisk-psykologiska problem (Malmö, Sweden: School of Education), No. 110, 1970.

After a short presentation of the UMT project, its background, aims and organization, this report gives a summary of the data and reports published up to now. The disposition follows the following headlines:
General survey of the UMT project
Prerequisites and goals
Experiments on method and the experiences of teachers
Analyses of results
Study materials and tests

National Board of Education. School research newsletter, 1970:19.

National Board of Education. School research newsletter, 1973:4.

3. PEDAGOGICAL ANALYSES OF PREREQUISITES

3.1 Goal analyses

3.1.1 Analyses of expert opinions

Including studies of the grammatical content and subject range of the commonest German textbooks. The degree of consensus is established by means of content analysis. The first studies of this kind were aimed among other things at providing points of departure for certain methodological experiments.

Lindell, E. (Ed.) Språkprojektet "Tyska, 7" läsåret 1965-66: I. Målen för undervisningen. /The language project "German, 7" school year 1965-66: I. Aims of language education. / Pedagogisk-psykologiska problem (Malmö, Sweden: School of Education), No. 35, 1966.

The research on the teaching of foreign languages at the Malmö School of Education is directed toward the first year's course in German during the seventh grade of the Swedish comprehensive school. The work follows three lines: (1) analysis of the aims of the education in foreign languages, (2) studies of the aptitudes of the pupils and of the conditions of the mechanical aids, i.e. language laboratory, and (3) experiments regarding methods of instruction. The present report is the first of a planned series of reports, containing a discussion of possible ways of stating the aims and focusing upon a content analysis of ten Swedish books for the elementary course. Inter alia, frequencies of various grammatical categories and different content areas have been calculated. The results will then be applied in the systematic construction of new study materials.

Schwandt, E. Innehållsanalyser av läroböcker i tyska för grundskolans årskurs 8. /Content analyses of text-books in German for grade 8 of the Swedish comprehensive school. / Pedagogisk-psykologiska problem (Malmö, Sweden: School of Education), No. 66, 1968.

The existence of grammatical items in six text-books has been analysed. Several items are equally distributed all over the school year without any firm sequence in their introduction. In other cases a "grammatical staircase" appears. The recurrence of select items has been described and graphically represented. Considerable differences between text-books exist. Finally the agreement between the text-books and the official curriculum is examined.

Schwandt, E. Frekvensundersökning av de finita verbformerna i några läroböcker i tyska för grundskolans åk 8. /Frequency study of the finite verb forms in some German text-books for grade 8 of the comprehensive school. / Stencil, 1968.

3.1.2 Surveys of potential employers

One survey has been carried out under this heading with the aim of investigating the occurrence of the German language in Swedish commerce and industry so as to obtain profiles for the four activities of listening to German, reading German, writing German and speaking German.

The guidelines for a survey of the need for and occurrence of the German language in private life have been drawn up but not finished.

Larsson, I. Tyska språket i delar av svenskt näringsliv: En studie i enkätmetodik och en undersökning av språkbehoven. /The German language in Swedish commercial and industrial life: A study in Swedish commercial and industrial life: A study in questionnaire technique and research on the necessity of mastering the language./ Pedagogisk-psykologiska problem (Malmö, Sweden: School of Education), No. 101, 1969.

The study is part of the analysis of educational goals in a project concerning the development of methods and materials for teaching German as a foreign language (UMT). It deals with the German language in Swedish commercial and industrial life and aims at assessing certain language activities: listening, speaking, reading and writing. The study shows the profiles for these activities. It also stresses various problems in questionnaire technique.

3.1.3 Tolerance surveys

These are designed to ascertain how perfect different types of linguistic performance need to be in different employment contexts. Is it possible, for instance, that school teaching has exaggerated the need for perfection and underestimated the need for rapidity? Material was studied in which German pupils have been asked to write about the mistakes made by Swedish pupils in handling German constructions. In this way one can ascertain which types of mistakes lead to communication deficiencies and which types can, so to speak, be tolerated.

Engh, B. En toleransundersökning: Tyska elever tolkar svenska elevers språkfel. /A tolerance study: German pupils "interpret" linguistic errors made by Swedish pupils./ Pedagogisk-psykologiska problem (Malmö, Sweden: School of Education), No. 137, 1971.

The report contains an examination of German pupils' ability to "interpret" a sample of wrong sentences in German produced by Swedish pupils. It turns out that a wrong choice of words very easily gives rise to misinterpretations. On the other hand, there are no or just small difficulties in "interpreting" sentences containing grammatical errors in concord subject - predicate, gender of nouns, complement of the predicate, case after preposition etc.

Teschner, W.-P. Toleranzuntersuchung der Lehrerhochschule Malmö in Zusammenarbeit mit der Gesamtschule BBR. /Tolerance study in cooperation between Malmö School of Education and a German comprehensive school. / Berliner Lehrerzeitung, 1969, 23, 16-17.

Teschner, W.-P. Toleranzundersuchung der Lehrerhochschule Malmö in Zusammenarbeit mit der Gesamtschule BBR. /Tolerance study in cooperation between Malmö School of Education and a German comprehensive school. / Didakometrie und Soziometrie (Malmö, Sweden: School of Education), No. 8, 1970.

The report contains a short presentation of the basic research within the UMT project. The main part of the report describes a so called tolerance study at a German comprehensive school (Gesamtschule BBR in Berlin). 150 pupils (13 to 14 years of age) had to interpret incorrect German sentences written by Swedish pupils. The aim of the experiment was to explore the tolerance limits within which wrong sentences may be understood by natives. To get information about causal factors affecting the pupils' ability to interpret the sentences some further information about the pupils was collected, e.g. verbal intelligence and socio-economic background.

3.2 Pupil analyses

3.2.1 Analyses of errors

A study has been made here of types of errors and their frequency in pupils' written and oral performance. To chart pupils' pronunciation difficulties in German, a comparison has been made of the phoneme systems of Swedish and German and an analysis undertaken of the pronunciation by a number of pupils of German fricatives and affricates.

Engh, B. (Ed.) Feltyper och felfrekvenser i en grupp gymnasieelevers skriftliga prestationer i ämnet tyska. /A frequency study of the types of errors made in written German by a group of Swedish pupils./ Pedagogisk-psykologiska problem (Malmö, Sweden: School of Education), No. 57, 1968.

The report contains a close examination of the errors made by 14 Swedish pupils when using written German in free production. A system of grammatical categories has been elaborated, and each category has been provided with illustrative examples. Having calculated the frequency of each category, it turned out that spelling mistakes predominate. In the next place we find the important category wrong choice of words. Only in the third place are grammatical mistakes to be found, such as case after prepositions, gender of nouns, congruence between subject and predicate.

Engh, B. Feltyper och felfrekvenser i årskurs 9 vid fri skriftlig produktion i tyska. /A frequency study of the types of errors made in written German by pupils in grade 9 of the Swedish comprehensive school./ Pedagogisk-psykologiska problem (Malmö, Sweden: School of Education), No. 72, 1968.

The report contains an examination of the errors made by some Swedish pupils when writing compositions in German. The frequency of each type of error was calculated, and it turned out that the category wrong choice of words predominates. Spelling mistakes come second. The more important grammatical mistakes have the following order of frequency: congruence between subject and predicate, gender of nouns, case after prepositions, word order.

Kitzing, K. Några malmöelevers uttal av tyska spiranter och affrikator. /Some Malmö pupils' pronunciation of German fricatives and affricates./ Pedagogisk-psykologiska problem (Malmö, Sweden: School of Education), No. 49, 1967.

As a teacher of German, the author has met with a need for a systematic phonetic survey of the pronunciation difficulties of German. After a comparison between the two phonetic systems (Swedish and German), the study is limited to some of the German fricatives and affricates. The study comprises 118 pupils from the eighth form at ten different schools in Malmö. The critical phonemes were embodied in about twenty test sentences, registered by means of a tape recorder. The test material was judged in a perceptual test by eight students of phonetics at the University of Lund. German voiceless s offered least difficulty and was pronounced correctly by almost 100% of the test persons. Neither did the affricates present great difficulty. The typical German "ich-" and "ach-" sounds proved to be easier than expected. The pronunciation of initial st and sp offered great difficulty, as well as that of voiced s /z/, which was correctly pronunced by only a few of the test persons.

Petersson, L. Några elever talar tyska: Feltyper och felfrekvenser i årskurs 9. /Some pupils speak German: A frequency study of the types of errors made by pupils in grade 9 of the Swedish comprehensive school./ Pedagogisk-psykologiska problem (Malmö, Sweden: School of Education), No. 141, 1971.

In this report free oral production and free written production in German in grade 9 of the Swedish comprehensive school are compared. The errors of the pupils are divided into main categories and subdivisions. The frequency order of the main categories is on the whole the same and also the order of the subdivisions has a considerable resemblance.

3.2.2 General pupil aptitudes

A study has been made here of more general pupil qualities which may be important in the teaching of a foreign language to beginners, e.g. intelligence, verbal capacity, auditive ability and previous knowledge.

Lindell, E. (Ed.) Språkprojektet "Tyska, 7" läsåret 1965-66: II. Elevförutsättningar och teknisk utrustning. /The language project "German, 7" school year 1965-66: II. Pupil qualifications and technical aids./ Pedagogisk-psykologiska problem (Malmö, Sweden: School of Education), No. 37, 1966.

A preceding report of the project "German, 7" dealt with an analysis of the aims of language education. This report describes the qualities of aids and pupils. The five chapters contain: (1) control of the language laboratory at the School of Education, (2) construction and results of a test of auditory perception, (3) description of the classes which have taken part in our experiments about methods of instruction, (4) intelligence testing of these pupils, and (5) a study of the pupils' previous knowledge of and attitudes to German. The results from chapters 1-2 have lead to a discussion about the demands upon a language laboratory. The results from chapters 3-5 we have made use of in our choice of pupils for the experiments about method. These experiments will be presented in later reports.

3.3 Analyses of subject matter

3.3.1 Structure frequency studies

Studies concerning frequent language structures in German newspaper texts have been carried out. In this part of our research much work has been put into development of methods for such studies.

Nilsson, B. Strukturfrekvenser i tyskt tidningsspråk ("Bildzeitung"): Metodkonstruktion och några förstudier. /A study of grammatical structure frequencies in modern journalistic German ("Bildzeitung"): Method construction and pilot studies./ Pedagogisk-psykologiska problem (Malmö, Sweden: School of Education), No. 88, 1969.

Within the research project "Development of methods and materials for the teaching of German as a foreign language", this study intends to explore the primary grammatical constructions in modern journalistic German. A sample of the German newspaper "Bildzeitung" is analysed with the aid of a computer. The report presents the construction of analytic methods and some pilot studies.

Lindell, E. & Nilsson, B. Strukturfrekvenser i tyskt tidningsspråk: En analys av ett antal nummer av "Bildzeitung". Från: Allén, S. & Thavenius, J. (Red.), Språklig databehandling. /Structure frequencies in newspaper German. An analysis of a number of editions of "Bildzeitung". In: Allén, S. & Thavenius, J. (Ed.) Linguistic data processing./ Lund: Studentlitteratur, 1970. Pp 115-137.

Nilsson, B. Om satsdelar och satsdelsstrukturer i tyskundervisningen: En jämförelse mellan tysk tidningstext (Bildzeitung) och svenska läroböcker i tyska. /Sentence elements and sentence structure in the teaching of German: A comparison between German newspaper text (Bildzeitung) and Swedish textbooks in German. / Pedagogisk-psykologiska problem (Malmö, Sweden: School of Education), No. 42, 1974.

The report presents a study of the way in which different sentence elements are built up (word-class structure) and comparisons are made with content analyses of Swedish textbooks. The text in six issues of the German daily newspaper Bildzeitung from 1968 is studied. Some recommendations of a pedagogic nature are made on the basis of the results. Models for an alphabetic and a frequency word-list based on the text from Bildzeitung are presented as a bi-product of the main investigation.

3. 3. 2 Contrast studies

Our intention was to carry out a series of contrast analyses in this branch of the subject matter analyses, but we have confined ourselves to a comparison of word order in Swedish and German.

Grunewald, G. En studie av ordföljden i tyska och svenska. /A study of word-order in German and Swedish. / Pedagogisk-psykologiska problem (Malmö, Sweden: School of Education), No. 59, 1968.

The material of this investigation of the differences between German and Swedish word-order is a conversation, published in the magazine "Der Spiegel" number 46/1966. The first problem to find an answer to was this: Are the rules of "normal" German word-order also applicable to a conversation like this or are there conspicuous deviations from the rules? The norm followed was the chapter "Die Wortstellung" in the Duden Grammar. We found that the word-order of the conversation in a surprisingly high degree followed the rules given by the Duden. The second part of the investigation treated deviations from Swedish word-order. It was found that a few more than half of the 766 sentences examined had a word-order which deviated from the Swedish rules. The concept of "Klammer" plays an important role in this connection. The order within the "Klammer" is determined by the informational value of the different parts of the "Klammer".

3. 3. 3 Summary

An integration of language frequencies, types of mistakes made by pupils, recipient tolerance and the activities needed by prospective employers has been effected in the following book:

Lindell, E. Mål i språk. /Objectives in modern languages. / Pedagogisk orientering och debatt, No. 41. Lund: Gleerups, 1972.

4. PEDAGOGICAL PROCESS ANALYSES

4.1 Method experiments

4.1.1 With or without text?

Is it true that the early introduction of textual material (in the foreign language) in the teaching of beginners disrupts the learning process, or can the text be said to act as a learning support in a language of such relative phonetic and orthographic uniformity as German? Beginners experiments have been conducted with and without text.

Lindell, E. (Ed.) Med eller utan text? Empirisk belysning av en stridsfråga beträffande nybörjarundervisning i främmande språk. /With or without text? Empirical evidence concerning a controversial issue within the first training in a foreign language. / Pedagogisk-psykologiska problem (Malmö, Sweden: School of Education), No. 41, 1966.

Two preceding reports (nos. 35 and 37) dealt with the aims and prerequisites of foreign language education. This report is the first of a series about methodological experiments. These are concentrated upon problems where the experts disagree, whereby we focus upon Swedes learning German and the student age of about 13. In regard to the problem "with or without text?" we have after a short-term experiment with matched groups found only insignificant differences with respect to tests of vocabulary and grammar between pupils who have had texts and those who have not. This result holds also for tests of pronunciation, which could be suspected to suffer most from the influence of text. Pupils who had seen the texts were, however, very much better at writing German words.

4.1.2 Testing of series of lessons with variable elements of grammar and language laboratory exercises

An investigation has been made to see whether grammatical paradigms are unnecessary distractions or valuable shortcuts. Trials have also been made of variable working methods in the language laboratory and various combinations of classroom instruction and language laboratory learning. Both AA and AAC laboratories have been used in these experiments.

Lindell, E. (Ed.) Två språkpedagogiska metodförsök: I. Arbetsformer i språklaboratorium. II. Försök med en gammal paradigm. /Two experiments of method within language instruction: I. Methods of work in the language laboratory. II. Experiment with an old paradigm. / Pedagogisk-psykologiska problem (Malmö, Sweden: School of Education), No. 44, 1966.

This report is the fourth one describing results from a methodological project on teaching German. It deals with two experiments, which do not necessarily belong together logically, but which have been connected

here because they were performed with the same matter, i.e., the present tense of "sein". One experiment studies effects of various activities in the language laboratory, the other effects of grammar instruction. The results are, briefly, that no differences were found between work methods in the laboratory such as direct response without repetition, answers with repetition, and correction of answers during "playback". The introduction of a grammar paradigm gave better effects than drills only.

Lindell, E. (Ed.) Kombination av språklaboratorieövningar och klassrumsundervisning. /Combination of language laboratory drills and classroom instruction./ Pedagogisk-psykologiska problem (Malmö, Sweden: School of Education), No. 46, 1967.

The report is the fifth in a series concerning the project "German, 7". It describes an experiment in instruction with the aim of testing a training model, combining drills in the language laboratory with surveys of a more grammatical kind in the classroom. The method turned out to give good results with 18% correct answers in a pretest and 66% in a posttest. As a part of the experiment a comparison was made between classes in an AAC laboratory and classes in an AA laboratory. No differences could be found.

Lindell, E. (Ed.) Kombination av språklaboratorieövningar och klassrumsundervisning. Ett parallellförsök. /Combination of language laboratory drills and classroom instruction. A parallel experiment./ Pedagogisk-psykologiska problem (Malmö, Sweden: School of Education), No. 50, 1967.

The report (from the project "German, 7") describes a try-out of a sequence of lessons on the accusative of nouns. The instruction gave good results with many pupils on or close to the highest number of correct answers in the final test. As in a previous experiment on the accusative of pronouns, an AA and an AAC laboratory gave similar effects. Pupils instructed in classroom only tended to make greater gains than pupils in the laboratory. It should be noted, however, that in these experiments the possibilities of the laboratory of individualizing instruction were not utilized (and that the AAC laboratory was mainly used as if it were an AA laboratory.)

Löfgren, H. (Ed.) Kombination av klassrumsundervisning och övningar av språklaboratorietyp: Exempel på första utprövning av en undervisningsenhet. /Combination of classroom instruction and exercises of language laboratory type: Example of a first try-out of an instructional sequence./ Pedagogisk-psykologiska problem (Malmö, Sweden: School of Education), No. 52, 1967.

The report is the seventh in a series from the project "German, 7", treating a first try-out of integrated instructional material, where lessons in the classroom are combined with drills of language laboratory type. The material has also been tested in classes without access to language laboratory. Considering that this was a first try-out the material turned out to give good results in a posttest, both in classes with access to language laboratory and without. However, the material must be revised to get still better results, and the report illustrates simple techniques for finding the weak spots where rewriting is needed.

Lindell, E. (Ed.) Ett försök med självinstruerande material i språklaboratorium och i skriftlig programmering. /An experiment with self-instructing material in the language laboratory and in written programs./ Pedagogisk-psykologiska problem (Malmö, Sweden: School of Education), No. 53, 1967.

The report is part of a series about the project "German, 7" and treats a teaching experiment with self-instructing exercises for the language laboratory. The pupils made considerable progress. The results of the posttest show positive correlation with the quality of the work done in the laboratory, i.e. the frequency of correct answers, but zero correlation with the pupils' work-speed. Pupils having studied the same material in written form made still greater progress.

4.1.3 With or without Swedish translations in the glossaries?

Resource to Swedish may be thought to imply both an accelerated understanding of new words and an interference in the pupils' familiarity with thinking and speaking with the help of the foreign language. Which carries the more weight and are there possibilities of finding compromise solutions which will promote efficiency?

A small number of investigations has been carried out regarding the effects of various ways of learning words such as word lists in one language, in two languages, illustrated vocabularies and other combined methods.

Löfgren, H. Försök med en- och tvåspråkiga ordlistor. /Experiments in the use of monolingual vs. bilingual glossaries./ Pedagogisk-psykologiska problem (Malmö, Sweden: School of Education), No. 29, 1966.

What kind of influence does a translation of new foreign words into the student's own language have on the learning of new vocabularies; is the influence positive, negative, or negligable? Empirical experiments utilizing different types of glossaries (with and without the use of the maternal language) are reported, focusing on Swedish students learning German.

Löfgren, H. Försök med två olika typer av ordlistor. /Experiments on two different types of glossaries./ Pedagogisk-psykologiska problem (Malmö, Sweden: School of Education), No. 62, 1968.

In this investigation two different types of glossaries have been compared on an experimental basis, a bilingual glossary and a so called functional one. The investigation is in fact of a preliminary kind and part of a big investigation which is being planned but the results are reported, as they might be of great interest.

Hall, P. Bildens roll vid ordinlärning: Försök med tre typer av ordlistor. /The role of pictures in the learning of new words: An experiment concerning three types of glossaries. / Pedagogisk-psykologiska problem (Malmö, Sweden: School of Education), No. 78, 1969.

Three different types of glossaries were compared: One bilingual, one pictorial glossary, and one combination of these two. In this experiment the three glossaries were given to students learning German in grade seven of the comprehensive school. We found that the pictorial glossary led to best learning (memory for words and the most correct spelling). The differences between the methods were not significant in all comparisons, but a tendency that the pictorial glossary led to the best results was found. Furthermore, the students experienced this one as the most amusing and effective.

4.2 Investigations by questionnaires

4.2.1 Teachers' experiences

A questionnaire study has been carried out among teachers at the upper level of the comprehensive school to ascertain their attitudes to a series of topical methodological problems.

Hall, P. Hundra språklärares erfarenheter: Enkät om undervisningsmetodiken i främmande språk på grundskolans högstadium. /The experiences of one hundred teachers of foreign languages: A questionnaire about the methodology of teaching foreign languages at the senior stage of the comprehensive school. / Pedagogisk-psykologiska problem (Malmö, Sweden: School of Education), No. 97, 1969.

The purpose of this questionnaire was to collect teachers' attitudes towards some current problems in the methodology of teaching foreign languages. The report presents the design and the results of the investigation.

Hall, P. Första årets tyska: Elev- och lärarattityder till UMT-projektets läromedel. /The first year of studying the German language: Pupils' and teachers' attitudes towards study materials, constructed by the UMT project. / Pedagogisk-psykologiska problem (Malmö, Sweden: School of Education), No. 130, 1971.

The aim of this investigation was to collect pupils' and teachers' attitudes towards a new study material, to find out if there are any differences between pupils studying 5 hours a week and those studying 4 hours a week and to find out if there are any differences between pupils who have been studying in classes with both a teacher and a teacher's assistent and those who have been studying in classes with only a teacher. The investigation also contains correlational and factoranalytical studies.

4.2.2 Pupils' experiences

Surveys of pupil attitudes have been carried out at the upper level of the comprehensive school and in upper secondary school.

Lindell, E. (Ed.) Elevattityder mot olika arbetssätt i tyska. /Pupils' attitudes towards different ways of working during German lessons./ Pedagogisk-psykologiska problem (Malmö, Sweden: School of Education), No. 58, 1968.

This report from the project "German" treats the results of an attitude test of ways of working during lessons in German. The inquiry was made at the end of the school-year with pupils earlier engaged in methodical experiments. The main results from 167 pupils are described in diagrams and medians. High values of opinion were given to some free ways of work and to work in the language laboratory. More normal exercises got lower values. The pupils have further been divided into two groups, one with access to a language laboratory during the school-year, and the other without a laboratory, and differences between the groups have been calculated. Only few of in all 16 differences were significant. The attitudes towards the ways of work were, thus, almost the same in the two groups.

Magnusson, G. Elevattityder mot nytta och nöje av olika arbetssätt i språkundervisningen. /Pupil attitudes to the pleasure and usefulness of different working methods in the teaching of languages./ Stencil, 1968.

Hall, P. Elevers erfarenheter av undervisningen i främmande språk: En enkätstudie i grundskola och gymnasium. /Swedish pupils' experiences of learning foreign languages: A questionnaire for grade 9 and grade 12./ Pedagogisk-psykologiska problem (Malmö, Sweden: School of Education), No. 117, 1970.

The purpose of this questionnaire was to collect information on pupils' attitudes towards some current problems in the methodology of teaching foreign languages. The report presents the design and the results of the investigation.

4.3 Teaching with the aid of a teacher assistant

Experiments were conducted during the school years 1968-69 and 1969-70 with changes to school organization entailing the participation of a teacher assistant in German lessons in grades 7 and 8. This detail study is reported in connection with an effect survey in grade 7.

4.4 Summary

Lindell, E. Främmande språk i grundskolan: Metodförsök, lärarerfarenheter och elevattityder. /Foreign languages in comprehensive school: Methodological experiments, teachers' experiences and pupil attitudes./ Pedagogisk orientering och debatt, No. 34. Lund: Gleerups, 1971.

5. PEDAGOGICAL PRODUCT ANALYSES

5.1 Measurements of pupils' proficiency in German

Studies have been conducted to contribute to our understanding of the formation of language proficiency and of the means whereby such proficiency can be measured as comprehensively as possible. Linguistic skill analyses have been undertaken in grades 7 and 9.

Löfgren, H. Measuring proficiency in the German language: A study of pupils in grade 7. Didakometry (Malmö, Sweden: School of Education), No. 25, 1969.

Starting from the objective of language teaching and a theory of the relationship between language variables and integrated skills this study tries to contribute to the understanding of the foreign language ability and how to test it. It was found that the language ability can be seen as a rather self-contained unit and the correlations between the various language tests were high. However, it was possible to separate certain parts of the language ability as the factors of knowledge of vocabulary and structure pronunciation, intelligence and language fluency.

Löfgren, H. Mätningar av språkfärdighet i tyska i grundskolan. /Measuring proficiency in the German language of pupils in the comprehensive school./ Pedagogisk orientering och debatt, No. 29. Lund: Gleerups, 1969.

Löfgren, H. Mätningar av språkfärdighet i tyska: Testbatteri och testdata åk 7. /Measuring proficiency in the German language: Test battery and test-data grade 7./ Testkonstruktion och testdata (Malmö, Sweden: School of Education), No. 4, 1969.

Starting from the goals for language teaching and an analysis of the relationship between language variables and integrated skills, a study was conducted in grade 7 on the factorial structure of proficiency in the German language and how this could be measured as comprehensively as possible. This report is an appendix to that study and is mainly a presentation of the test battery.

Löfgren, H. Mätningar av språkfärdighet i tyska: En undersökning på elever i årskurs 9. /Measuring proficiency in the German language: A study of pupils in grade 9./ Pedagogisk-psykologiska problem, (Malmö, Sweden: School of Education), No. 158, 1972.

Starting from the goals for language teaching and an analysis of the relationship between language variables and integrated skills, a study was conducted in grade 7 on the factorial structure of proficiency in the German language and how this could be measured as comprehensively as possible. The aim of the present study is to follow up the analysis made in grade 7 and to penetrate the subject more deeply in an attempt to find the answers to some of the problems which could not be solved with the help of the previous investigation.

Löfgren, H. Mätningar av språkfärdighet: En hypotesprövande undersökning av en faktorstruktur. /Measuring language proficiency: A study testing hypotheses concerning a factor structure./ Pedagogisk-psykologiska problem (Malmö, Sweden: School of Education), No. 161, 1972.

Starting from the goals of language teaching and an analysis of the relationship between language variables and integrated skills, studies have been made of the factorial structure of proficiency in the German language in grades 7 and 9 and of how this can best be measured. On the basis of the results of the analysis in grade 7 and a later re-analysis, a hypothesis was put forward about a general factorial structure applying to the different elements of which language proficiency is composed. This hypothesis is tested statistically in the present report.

Löfgren, H. Mätningar av språkfärdighet i tyska: Testbatteri och testdata åk 9. /Measuring proficiency in the German language: Test battery and test-data grade 9./ Testkonstruktion och testdata (Malmö, Sweden: School of Education), No. 14, 1972.

Starting from the goals for language teaching and an analysis of the relationship between language variables and integrated skills, a study was conducted in grade 9 on the factorial structure of proficiency in the German language and how this could be measured as comprehensively as possible. This report is an appendix to that study and is mainly a presentation of the test battery.

Löfgren, H. The measurement of language proficiency. Studia psychologica et pædagogica, No. 17, 1972.

An analysis of the structure of language proficiency, and application of the research results in a comparison of the effects on learning of different study materials in the German language. A summary.

5.2 Pronunciation development

Following comparison of the phoneme systems of the German and Swedish languages, a study has been made of a number of Malmö pupils' pronunciation of German fricatives and affricates. A study has also been made of phonetic mistakes during one year's teaching of German.

Kitzing, K. Några malmöelevers uttal av tyska spiranter och affrikator. /Som Malmö pupils' pronunciation of German fricatives and affricates./ Pedagogisk-psykologiska problem (Malmö, Sweden: School of Education), No. 49, 1967.

As a teacher of German, the author has met with a need for a systematic phonetic survey of the pronunciation difficulties of German. After a comparison between the two phonetic systems (Swedish and German), the study is limited to some of the German fricatives and affricates. The study comprises 118 pupils from the eighth form at ten different schools in Malmö. The critical phonemes were embodied in about twenty test sentences, registered by means of a tape recorder. The test material was judged in a perceptual test by eight students of

phonetics at the University of Lund. German voiceless s offered least difficulty and was pronounced correctly by almost 100% of the test persons. Neither did the affricates present great difficulty. The typical German "ich-" and "ach-" sounds proved to be easier than expected. The pronunciation of initial st and sp offered great difficulty, as well as that of voiced s /z/, which was correctly pronounced by only a few of the test persons.

Nauclér, K. Nybörjarundervisning i tyska: Några uttalsproblem. /First-year course in German: Some problems in pronunciation. / Pedagogisk-psykologiska problem (Malmö, Sweden: School of Education), No. 109, 1970.

The intention of this report is to find out to what extent and how rapidly the unfamiliar phonemes of German are assimilated by pupils in their first year's course in German. Tape recordings from 22 pupils, continuously recorded during the school-year 1967/68 in the language laboratory of Heleneholmsskolan, were analysed. Only a few obvious improvements of pronunciation can be pointed out during this first year. The capacity for pronunciation rather tends to decrease as the difficulty of the sentence increases.

5.3 The UMT project's teaching system: A pedagogical product analysis

Effect studies have been made of the UMT material for grades 7, 8 and 9. The main problem in these studies was to see what the results of teaching with the aid of the teaching materials of the UMT project had been compared to the results of other teaching materials used in the grade concerned. The grade 7 report also describes how much pupils know after one year's instruction in German (both the basic and advanced courses). The same report also deals with the problem of organizational forms in teaching and to some extent, with the effects of the teacher's influence compared to that of the teaching material.

Löfgren, H. Effektmätning av UMT-projektets undervisningssystem "Deutsch". /Measuring the effect of the UMT project's teaching system "Deutsch". / Pedagogisk-psykologiska problem (Malmö, Sweden: School of Education), No. 159, 1972.

The main problem in this study was to see what result teaching with the UMT project's study material had produced. We wished to compare our teaching system with other study materials used in the same grade. In addition the data collected from all study materials was used for a description of how much students know after studying German for one year in both the general and the special streams. The results can later be used as norms for further studies in grade 7. Furthermore, when carrying out this investigation, we shed some light on the problem of how the teaching might be organized and on how great the influence of the teacher is contra that of the study material.

Löfgren, H. Effektmätning av UMT-projektets undervisningssystem "Deutsch åk 8". /Measuring the effect of the UMT project's teaching system "Deutsch grade 8". / Pedagogisk-psykologiska problem (Malmö, Sweden: School of Education), No. 261, 1974.

The main problem in this study was to see what result teaching with the UMT project's study material had produced. We wished to compare our teaching system with other study materials used in the same grade. In addition the data collected from all study materials was used for a description of how much students know after studying German for two years. Furthermore we studied the interclassdifferences in language proficiency.

Hall, P. & Löfgren, H. Effektmätning av UMT-projektets undervisningssystem "Deutsch åk 9". /Measuring the effect of the UMT project's teaching system "Deutsch grade 9". /Pedagogisk-psykologiska problem (Malmö, Sweden: School of Education), No. 262, 1974.

The main problem in this study was to see what result teaching with the UMT project's study material had produced. We wished to compare our teaching system with other study materials used in the same grade. As in the previous reports of the studies in grade 7 and 8, we also studied the interclassdifferences and the interschooldifferences.

5.4 The UMT project's teaching system: Pupils' and teachers' attitudes

The UMT material has also been evaluated in terms of the general impression made by the material and in terms of the different types of exercise it contains.

Hall, P. Första årets tyska: Elev- och lärarattityder till UMT-projektets läromedel. /The first year of studying the German language: Pupils' and teachers' attitudes towards study materials, constructed by the UMT project. / Pedagogisk-psykologiska problem (Malmö, Sweden: School of Education), No. 130, 1971.

The aim of this investigation was to collect pupils' and teachers' attitudes towards a new study material, to find out if there are any differences between pupils studying 5 hours a week and those studying 4 hours a week and to find out if there are any differences between pupils who have been studying in classes with both a teacher and a teacher's assistant and those who have been studying in classes with only a teacher. The investigation also contains correlational and factoranalytical studies.

Hall, P. Personlighetsfaktorer och undervisningssituationer i främmande språk. /Personality factors and instructional methods in foreign language teaching. / Pedagogisk-psykologiska problem (Malmö, Sweden: School of Education), No. 231, 1974.

The primary aim of this investigation was to find out whether there is correlation between attitudes towards instructional methods, personality factors and proficiency in the German language. The investigation also gives some information about the frequency of different instructional methods. 200 students in grade 8 of the

Swedish comprehensive school participated in the investigation. The main results are: No substantial correlation between attitudes towards instructional methods and proficiency in the German language has been found. A positive correlation between general school-motivation for learning the German language has been found. Three personality factors were found to correlate with proficiency in the German language: factor Psn (quick, clever and self-confident), factor Por (orderly, calm and obedient) and factor Pän (anxious, alone and quiet). /

6. THE UMT PROJECT´S TEACHING SYSTEM "DEUTSCH"

The teaching system "Deutsch" consists of the following sections:

Lärobok 1:A
Ljudband 1:A
Bildhäfte 1
Bildhäfte 2
Facit 1:A
Lärarens bok 1:A

Lärobok 1:B
Ljudband 1:B
Facit 1:B
Lärarens bok 1:B

Kursdiagnoser 1:A-B
Ljudband till kursdiagnoser

Lärobok 2:A
Ljudband 2:A
Facit 2:A

Lärobok 2:B
Ljudband 2:B
Facit 2:B

Lärarens bok 2
Kursdiagnoser 2:1-2
Ljudband till kursdiagnoser

Lärobok 3:A
Ljudband 3:A
Facit 3:A

Lärobok 3:B
Ljudband 3:B
Facit 3:B

Lärarens bok 3
Kursdiagnoser 3:A-B
Ljudband till kursdiagnoser

The teaching system "Deutsch" (the 2nd edition is called "Prima") is published by

Liber Läromedel
Box 1205
S - 221 05 Lund

Abstract card

Reference

Löfgren, H. Teaching methods and teaching materials in German: A survey of the UMT project with report abstracts. Pedagogisk dokumentation (Malmö, Sweden: School of Education), No. 32, 1974.

After a short presentation of the UMT project, its background, aims and design, this report gives references and abstracts of the various parts of our research and development work. The disposition follows the following headlines:
General survey of the UMT project
Pedagogical analyses of prerequisites
Pedagogical process analyses
Pedagogical product analyses
The UMT project's teaching system "Deutsch"

Indexed: 1. Foreign language learning
2. Language teaching

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Löfgren, H. Teaching methods and teaching materials in German: A survey of the UMT project with report abstracts. Pedagogisk dokumentation (Malmö, Sweden: School of Education, No. 32, 1974.

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